

Grade 4

Unit 1- Narrative 12 wks

Unit 2- Expository/Opinion 12 wks

Unit 3- Application and Integration 8 wks

Writing lessons are based on a 45-minute period. You will note the lesson length under the column “# of periods per lesson”.

bolded=standard used for first time in this unit

Weeks 1 and 2- (Genre/ Elaborative Detail- 11 ½ days) # of days per lesson

- Recognizing Three Types of Writing – p. 12-28 3
 - **RL.4.10, RI.4.10, RF.4.4.A, W.4.2, W.4.3, W.4.4**

Time-saver tip: Select and post individual paragraphs from p. 25-27 around the room, allowing pairs/groups of students time to determine the genre and discuss their explanation for their response before rotating to the next paragraph. As a whole class, discuss correct answers, highlighting characteristics of each genre. Then, use p. 28 as a quick independent assessment.

Note: Continue comparing these genres, side by side, during any class reading noting the title, cover, and other salient features of the texts.

- Summarizing Frameworks – p. 32-38 3
 - **RL.4.2, RL.4.10, RI.4.2, RI.4.10, W.4.4**

- Narrative Writing Diamond – p. 45-46 1
 - RF.4.4.A, W.4.3, (W.4.2)

Note: It is suggested that students are also exposed to the expository pillar at this time as a way to recognize key skills in both genres while reading text in any subject throughout the school day. (See “Introduction” in the Expository & Opinion Writing Guide, p. 9-11, for the pillar graphic organizer and explanation.)

- Strategic Reading– Informed Writing – p. 35-43 (Expository & Opinion Guide) 2
 - **RI.4.2, RI.4.10, RF.4.4.A, W.4.2**

Note: It is recommended that this lesson be taught at the beginning of the year, even before starting the Expository/Opinion writing unit. Students will encounter a plethora of opportunities across the curriculum where it will be helpful to notice the way the author organized the information. This will make the text more accessible to the reader.

- Story Critical Characters, Settings, Objects – p. 80-81, 86-87 1
 - **RL.4.3, W.4.3.B, W.4.3.D**
- Irrelevant Details – p. 82-83 1
 - W.4.3.D
- General or Specific? – p. 84-85 ½
 - RL.4.3, W.4.3.D, **L.4.3.A, L.4.6**

Weeks 3 and 4- (Elaborative Detail- 9 days)

- A Sense of Autumn – p. 90-93 2
 - RL.4.3, W.4.3.B, W.4.3.D, W.4.4, **W.4.5, W.4.10, SL.4.1, SL.4.1.C, L.4.1, L.4.2, L.4.3.A, L.4.3.B, L.4.6**
- Creating Elaborative Segments- Story Critical C/S/O – p. 88-89, 94-193 6
(note activities suggested for 4th grade)
 - RL.4.3, W.4.3.B, W.4.3.D, W.4.4, W.4.5, W.4.10, SL.4.1, SL.4.1.C, L.4.1, L.4.2, L.4.3.A, L.4.3.B, L.4.6

Time-saver tip: Provide application opportunities through Science and Social Studies content by having students create an elaborative segment on a critical setting or object related to the current topic of study. For example, write about a particular habitat in Science for practice on a critical setting or an artifact in Social Studies for practice on a critical object.

Note: Learning how to generate elaborative detail improves writing dramatically. This skill should be modeled at any available opportunity in all content areas.

- Flip the Sentence Subject – p. 194-199 1
 - W.4.3.D, W.4.4, W.4.5, L.4.1, L.4.2, L.4.3.A, L.4.3.B, L.4.6

Note: This is a revision tool that can help to alleviate sentence redundancy when writing in any genre.

Weeks 5 and 6 (Elaborative Detail/ Beginnings/ Endings- 10 days)

- What Feelings Look Like – p. 200-203 1
 - RL.4.3, W.4.3.B, W.4.3.D, L.4.3.A, L.4.3.B, L.4.6

- Showing Rather than Telling How Characters Feel – p. 204-205 1
 - RL.4.3, W.4.3.B, W.4.3.D, L.4.3.A, L.4.3.B, L.4.6

- Starting Off on the Right Foot – p. 50-51 ½
 - **W.4.3.A**, W.4.3.B, W.4.3.D

- Analyze the Beginning – p. 52-57 ½
 - W.4.3.A, W.4.3.B, W.4.3.D

- Revising Story Beginnings – p. 58-70 2
 - W.4.3.A, W.4.3.B, W.4.3.D, W.4.4, W.4.5, W.4.10, SL.4.1, SL.4.1.C, L.4.1, L.4.2, L.4.3.A, L.4.3.B, L.4.6

Note: While students will be exposed to all 4 types of beginnings, 4th Grade will focus on two story beginning techniques for modeling and guided practice- a sound and an action. The primary focus for 3rd grade was the sound technique. Advanced students should be encouraged to try other techniques when possible.

- Menu for Extended Story Endings and Analyze the Ending – p. 307-313 2
 - **RL.4.1**, W.4.3.D, **W.4.3.E**

- Extending This Ending – p. 314-315, 317-320 3
 - W.4.3.D, W.4.3.E, W.4.4, W.4.5, W.4.10, SL.4.1, SL.4.1.C, L.4.1, L.4.2, L.4.3.A, L.4.3.B, L.4.6

Weeks 7 and 8- (Suspense/ Main Event- 10 days)

- Word Referents – p. 220, 222 2
 - RL.4.1, **RL.4.4**, (**RI.4.1**), (**RI.4.4**), (**W.4.2.D**), W.4.3.D, W.4.5, SL.4.1, SL.4.1.C, L.4.3.A, **L.4.4.C**, L.4.6

Note: This skill should be reinforced in all content areas to maximize vocabulary instruction and inferencing skills. In Math, for example, students need to know that fractions can be referred to as parts, pieces, and portions for real-world application. Students should also recognize words such as

chief, authority figure, and ruler as they study various leaders in Social Studies.

- Find the Suspense – p. 215-218, 224, 226 1
 - RL.4.1, RL.4.4, W.4.3.A, W.4.3.B, W.4.3.D
- Red Flag Words and Phrases – p. 228, 230 1
 - W.4.3.A, **W.4.3.C**
- The Magic of Three – p. 232, 234 1
 - RL.4.1, W.4.3.A, W.4.3.B, W.4.3.C
- Building Suspense – p. 219, 236-239, 241, 243-249 3
 - W.4.3.A, W.4.3.B, W.4.3.C, W.4.3.D, W.4.4, W.4.5, W.4.10, SL.4.1, SL.4.1.C, L.4.1, L.4.2, L.4.3.A, L.4.3.B, L.4.6
- Comparing Summaries to Fully Elaborated Main Events – p. 258-259, 261-262 2
 - RL.4.3, W.4.3.A, W.4.3.B, W.4.3.C, W.4.3.D

Weeks 9 and 10- (Suspense/ Main Event- 10 days)

- Main Event – p. 264-297(note activities suggested for 4th grade) 10
 - RL.4.3, W.4.3.A, W.4.3.B, W.4.3.C, W.4.3.D, W.4.4, W.4.5, W.4.10, SL.4.1, SL.4.1.C, L.4.1, L.4.2, L.4.3.A, L.4.3.B, L.4.6

Weeks 11 and 12- (Process Writing- 8 days)

- Analyzing Prompts for Givens and Variables – p. 342-343
Narrative Writing Rubric and Anchor Set – p. 377-380
 - W.4.4

Note: These two lessons allow the opportunity to prepare students for assessment and can be utilized when needed. The following link provides a rubric specific to each skill area for narrative writing.

<http://empoweringwriters.com/wp-content/uploads/2015/09/Narrative-Rubrics-generic-HI-RES.pdf>

- Process Writing Project – p. 383-384 8
 - W.4.3, W.4.3.A, W.4.3.B, W.4.3.C, W.4.3.D, W.4.3.E, W.4.4, W.4.5, W.4.10, SL.4.1, SL.4.1.C, L.4.1, L.4.2, L.4.3.A, L.4.3.B, L.4.6

Total= 58 ½ days or 11 weeks, 3 ½ days

Link to Grade 4 Standards:

http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/Eng%20Lang%20Arts/2016_ELA/FourthGradeELA.pdf